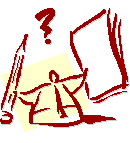
**ALABAMA HIGH SCHOOL GRADUATION EXAM**

**Group Report**

1. Determine how many 10th grade students took each portion of the spring AHSGE. (Remember that some students may have taken the math or science portion in the 9th grade. You must count those students as passing also.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Determine percent passing and percent failing in each category.

|  |  |  |
| --- | --- | --- |
| **Subject Areas** | **Percent Passing** | **Percent Failing** |
| Reading |  |  |
| Language |  |  |
| Science |  |  |
| Mathematics |  |  |
| Social Studies |  |  |
| Biology |  |  |

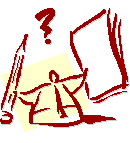
1. Then, determine the percentage of whites, blacks, free/reduced/paid lunch, and special education students who passed or failed each category.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | White | Black | Free/Reduced | Paid |
| Regular Passed |  |  |  |  |
| Regular Failed |  |  |  |  |
| Special Ed Passed |  |  |  |  |
| Special Ed Failed |  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Take a good look at your data. What do you notice? What are your strengths and weaknesses?

Are there any patterns that emerge from previous years? If so, what are they? How will you address them?

**ALABAMA HIGH SCHOOL GRADUATION EXAM**

*Percent Non-Mastery*

What are the top three most missed objectives in each subject area?

Reading

1.

2.

3.

Language

1.

2.

3.

Science

1.

2.

3.

Mathematics

1.

2.

3.

Social Studies

1.

2.

3.

Biology

1.

2.

3.

What is your strongest objective in each area?

* Reading:
* Language:
* Science:
* Mathematics:
* Social Studies:
* Biology:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Disaggregate Individual Student Scores-**

**You will need tracking documents for each subject area (AHSGE Student Tracking Documents and ARMT Student Tracking Documents). These are found on my wikispace-** [**http://devonnastrickland.wikispaces.com**](http://devonnastrickland.wikispaces.com)

* *Teachers in Grades 9 need to review 8th Grade ARMT (math and reading) individual scores*
* *Teachers in Grade 10 need to help with 11th and 12th grade teachers (see below)*
* *Teachers in Grade 11 need to help with 10th Grade AHSGE individual scores*
* *Teachers in Grade 12 need to help with 11th Grade AHSGE individual scores*

Are the standards being **taught** AND **assessed** the way they are being tested? (Is instruction and practice being aligned with the Item Specifications?)

How are you teaching and testing the standards that are being covered? (Are you aligning instruction and practice with the Item Specifications?)

How can you improve instructional practice in order to attain mastery of the weak objectives?

Talk with your group about the following:

* Instructional strategies focused on engaging students
* Resources that align with the Item Specifications
* Intervention for non-mastery students

If you compared this year’s non-mastery list to previous years, what “holes” in the curriculum would you discover? How would you address them?